DOCUMENT RESUME

ED 480 708 CE 085 475

TITLE	Adult Basic and Literacy Education Program: Revised Indicators of Program Quality, Fiscal Year 2004.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE	2003-03-00
NOTE	11p.
AVAILABLE FROM	For full text: http://literacy.kent.edu/Oasis/indicators/2004/IPQ-FY2004.pdf.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Adult Basic Education; Adult Literacy; Adult Programs; Competence; Competency Based Education; Educational Attainment; *Educational Objectives; Educational Quality; English (Second Language); High School Equivalency Programs; Literacy Education; Performance Factors; *Program Evaluation; Program Implementation; Quality Control; *State Standards; *Statewide Planning
IDENTIFIERS	General Educational Development Tests; *Ohio; *Quality Indicators

ABSTRACT

This document lists the Ohio Department of Education's Adult Basic and Literacy Education revised indicators of program quality. A chart details the measures and performance standards for the following quality indicators: (1) students demonstrate progress toward attainment of literacy skills at levels of proficiency necessary to function on the job, in the family of the individual, and in society; (2) students transfer learning from classroom to the rest of life, articulate what they know and are able to do in relationship to their goal, demonstrate increased proficiency in the use of multiple skills that allow them to be placed in post secondary education or training, gain unsubsidized employment or retain employment, or earn a secondary high school diploma or the Ohio High School Equivalence Diploma/GED; (3) student learning results in increased involvement of parents, custodials, and primary care givers in children's education and literacy-related activities; (4) program is housed in a safe, physical environment with adequate space and access to facilities and equipment that contribute to creating an adult-appropriate learning environment; (5) program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation; (6) program has written curriculum and provides instruction matching student needs and learning styles; (7) program has an ongoing professional development process; (8) program provides a system for support services that promotes student achievement of goals; and (9) program successfully recruits from the populations in the community identified in the Adult Education and Family Literacy Act, Title II, as needing literacy services. (MO)

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Ohio Department of Education
Adult Basic and Literacy Education Program

Revised Indicators of Program Quality
Fiscal Year 2004

Indicator: An indicator is a variable that reflects effective and efficient program performance.

Measure: A measure defines the quantitative level of performance. For example, retention may be measured by the number of hours students remain in the program.

Standard: A standard defines a level of acceptable performance in terms of a specific numeric criterion. For example, a retention performance standard may be established for a single point in time or to measure changes in performance over time.

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Adult Basic and Literacy Education

March 2003

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1.0 Student Achievement

INDICATOR	MEASURE
Students demonstrate progress toward attainment of literacy skills, including, reading, writing, and speaking in English, computing, and solving problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.	A. Documentation of students' performance as measured on standardized and/or competency assessment instruments or alternative assessments such as instructor and student reports of achievement, student surveys, student journals, and observed student performance. B. Students clarify their purposes for learning and to achieve their purposes and goals. Each student has identified and documented one or more objectives that requires instruction and results in student gains. C. Students identify personal, social, and employability skills learned and practiced through real-world learning activities. Performance measured and documented through assessment tasks, rubrics, and other in-program assessment tools.

STANDARD
A.1 All students have on file a pre and post test score on a state approved standardized test or alternative assessment system.
A.2 At least 75% of all students demonstrate increased proficiency in the use of multiple skills on one or more of the following: 1. Standardized and/or instructor produced tests 2. Assessment tasks, rubrics and other in-program assessment tools (student journals, surveys, observed and documented student performance, etc.) 3. Competency assessment 4. Instructor, student, and/or employer reports of achievement
A.3 Instructors and students identify the ways in which students are progressing along a continuum toward expertise within a skill and across skills. Programs put in place a system to collect and analyze data about student progress in relation to the Standards and student learning goals. Program provides ongoing documented and dated evidence for all students regarding progress/achievements and/or competencies. These achievements and competencies will be correlated to the functional levels in the National Reporting System.
B.1 All students have on file a completed standardized goal form for both long and short term goals to clarify student purposes for learning and to identify strengths and gaps in the skills and knowledge necessary to achieve their purposes and goals.
B.2 Instructors structure an ongoing goal-setting/needs assessment dialogue with all students to provide ongoing and systematic documentation of goal progress or achievement of student centered and/or employer identified goals.
B.3 At least 85% of students rate the program as satisfactory or better in terms of services that are of sufficient intensity and duration for them to achieve substantial learning gains. Students report increased sense of ownership of their learning and in the program.

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C.1 At least 75% of all students show transfer of learning from the classroom to the rest of life based on one or more of the following: 1. Life-skills competency checklist 1. Life-skills activities 2. Documentation of personal and social skills 3. Documentation of employability skills 4. Assessment tasks 5. Rubrics

1.1 Student Advancement

INDICATOR	MEASURE
Students transfer learning from the classroom to the rest of life; articulate what they know and are able to do in relationship to their goals; demonstrate increased proficiency in the use of multiple skills that allow them to be placed in post secondary education or training; gain unsubsidized employment or retain employment; or earn a secondary school diploma or the Ohio High School Equivalence Diploma/GED.	A. Number and percent of students who persist in program until personal learning goals are met.

TARGETED STATE STANDARD
A.1 At least 45% of all students with this as a primary or secondary goal will be placed in post secondary education or training, including adult career tech education.
A.2 At least 55% of unemployed students enrolled (and in the workforce) with this as a primary or secondary goal will obtain unsubsidized employment.
A.3 At least 80% of employed students with this as a primary or secondary goal will retain employment.
A.4 At least 55% of all students with this as a primary or secondary goal will earn a secondary school diploma or the Ohio High School Equivalence diploma/GED.

INDICATOR	MEASURE
Students transfer learning from the classroom to the rest of life; articulate what they know and are able to do in relationship to their goals; and demonstrate increased proficiency in the use of multiple skills that results in increased involvement of parents, custodials, and primary care givers in children's education and literacy related activities	B. Number and percent of students who achieve their specific goals.

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TARGETED STATE STANDARD
B.1 50% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting children's learning in formal educational settings as indicated on Scale III on the Parent Educational Profile.
B.2 75% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on Scale II on the Parenting Education Profile.

2.0 Physical Environment

INDICATOR	MEASURE
Program is housed in a safe, physical environment with adequate space and access to facilities and equipment which contribute to creating an adult appropriate learning environment.	A. Facility is in compliance with fire and safety laws and regulations for facilities' normal use. B. Facility and grounds are clean, well maintained, secure and free from hazards. C. Facilities are accessible to students: • on a bus line, if bus service is available • in compliance with ADA minimal requirements for persons with disabilities • has adequate parking within two blocks of the program • is in an area where the target population lives/works D. Buildings are readily identifiable as instructional sites and posted directions to classrooms are present. E. Secure storage facilities are available for records, supplies and equipment. F. The facility provides an appropriate adult learning environment.

STANDARD
A.1 Programs will maintain current documentation of all facilities' compliance with fire and safety laws and regulations.
B.1 At least 85% of students and program staff rate the facility as satisfactory or better in terms of their personal and property safety.
B.2 At least 85% of students and program staff rate classrooms as satisfactory or better for being clean, free from clutter and hazard, and in good repair.

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C.1	At least 85% of students and program staff rate facilities as satisfactory or better in terms of physical location.
C.2	Program sites are in full compliance with ADA requirements for persons with disabilities.
D.1	At least 85 % of students rate as satisfactory or better the easy identification of instructional sites and classrooms.
E.1	All sites will have secured records, supplies and equipment.
F.1	At least 85% of students and program staff rate classroom as satisfactory or better in terms of temperature, noise levels, and lighting.
F.2	All learning environments will include: 1. separate, quiet areas 2. computer area 3. reading library 4. discussion areas 5. visually stimulating materials
F.3	85% of students and program staff rate facility as satisfactory or better in terms of adult appropriateness of furniture, restrooms, and classrooms.
F.4	85% of students and staff rate facility as satisfactory or better in terms of adequate space for instruction and storage.

3.0 Program Planning and Administration

INDICATOR	MEASURE
Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.	A. A written plan exists that responds to workplace, family and community needs. B. Program administration facilitates the implementation and evaluation of the written plan. C. The program utilizes standard accounting and auditing procedures which are sound, ethical, and consistent with program policy and funding requirements. D. Records and reporting systems are consistent with program policy and with legal and funding requirements.

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STANDARD
A.1 A written plan will include at least: 1. vision/outcome statement 2. strategic plan 3. needs assessment 4. provision for special needs population 5. marketing plan 6. community survey 7. evaluation plan
A.2 All programs will continuously review and evaluate program policies and results to assure that they reflect students' needs and goals, and update the written plan annually and/or as needed.
A.3 Program will describe the "provision for special needs population," the steps it proposes to take to ensure equitable access to and participation in its program for students, staff and other program beneficiaries with special needs.
B.1 An advisory committee, consists of no fewer than 5 members and represents each of the following stakeholder groups: education, government, social services, business and the local community.
B.2 The advisory committee is given a formal orientation to the program and meets formally for planning at least two times per year. Agendas are prepared and minutes are taken for all advisory committee meetings. These reflect active involvement by the advisory committee members in the planning process as evidenced by the following: 1. discussion of current community conditions, needs and resources 2. action steps in the minutes that indicate how the program will address the information acquired 3. acceptance and completion of assignments given to advisory committee members.
B.3 Evidence of local community partnerships, reflecting common purposes and goals, exist that support the implementation and evaluation of the written plan.
B.4 All staff are formally evaluated, in writing, on a yearly basis.
B.5 Program administration will maintain documentation that all professional development assurances are met.
B.6 All staff rate their participation level and value in the planning process as satisfactory or better.
B.7 Program conducts a minimum of one staff meeting per quarter as evidenced by the minutes.
B.8 All staff rate the receipt of needed program information as satisfactory or better.
B.9 Programs support collaborative staff teams.
B.10 Programs establish and maintain a structured Intake and Orientation process for all students as evidenced by a written procedure, which includes: 1. an explanation of programs and services (as student language proficiency allows) 2. completion of appropriate paperwork 3. may include initial assessment.

B.11 The Intake and Orientation materials will include: 1. intake form 2. program policy, guidelines 3. written class schedule 4. student handbook 5. student/instructor contracts 6. goal setting forms 7. support services information
B.12 Intake and orientation occurring during instructional hours must be conducted by designated staff other than the instructor.
B.13 Student Experience Model (SEM) elements are aligned with program goals.
B.14 Students are recognized for academic and non-academic achievements as evidenced by formal and informal award ceremonies or events. Success is described in terms of real-life results in students' lives.
C.1 Program administration utilizes a dual accounting system to monitor ABLE expenditures and revenue as evidenced by a ledger.
C.2 Program administration submits accurate fiscal reports as required by the ODE ABLE Office.
C.3 Program administration maintains documentation of staff hours worked as required in General Assurance #10 in the ABLE grant application.
C.4 Program administration establishes a budget that supports the written plan.
D.1 Program administration employs ABLE staff qualified for the positions they hold, as evidenced by current job descriptions, applications, resumes, and certifications on file.
D.2 All new staff receive an orientation about the local ABLE program within the first two weeks of employment as evidenced by administrative documentation.
D.3 Program recruits volunteers to fully implement the written plan.
D.4 Program administration recognizes staff achievements and contributions as documented in their personnel file.
D.5 Program administration maintains records and submits accurate reports as required by ODE.
D.6 Program utilizes the ABLELink system: to collect and analyze data about student progress, to report program outcomes as required by ODE, and to periodically review program components in order to revise program goals.
D.7 Program administration ensures that all staff meet reporting and record keeping requirements of ODE.

4.0 Curriculum and Instruction

INDICATOR	MEASURE
Program has a written curriculum and provides instruction matching student needs and learning styles.	A. Assessment results are used to guide development of learning plans to meet individual student needs. B. All programs have a written curriculum that is adult appropriate and built on a strong foundation of research and effective educational practice. C. Instructional strategies meet individual student needs.

STANDARD
A.1 Learning styles are determined by formal or informal assessment as documented by written records.
A.2 All students have Individual Learning Plans on file based on assessment results, learning styles, and individual student goals.
A.3 Student use results of performance assessments to monitor their progress and revise their learning goals.
A.4 Instructors use assessment results to evaluate their lessons.
B.1 Programs structure curriculum around real-life contexts related to student goals.
B.2 Programs ensure that instructional practices promote meaning-making as well as development of skills and knowledge.
B.3 Program maintains a written curriculum that is supported by a wide variety of materials for use by adult students, including texts of various levels, current reading materials (i.e. magazines, newspapers), learning games, manipulatives and special materials for persons with learning and/or physical disabilities, limited English proficiency.
B.4 The written ESL curriculum is based on the language acquisition principles (see definitions) and includes: a. communication competencies through the four language skills; listening, speaking, reading, writing b. U.S. cultural knowledge and skills c. non-verbal communication.
C.1 Instructors use technology, including computers, various adult appropriate instructional strategies, including but not limited to, lecture, small group and individualized instruction designed to meet student goals and learning style needs as evidenced by documented observation reports.
C.2 Instructors and students construct contextualized learning opportunities that focus on the development and practice of skills students need in order to carry out activities and accomplish purposes in their lives.
C.3 Instructors integrate lessons that arise from in-class or out-of-class student needs into an overall learning plan.
C.4 Instructors create opportunities for students to reflect on and monitor their own learning.
C.5 Instructors help students examine and clarify prior knowledge in order to construct new meaning.

5.0 Professional Development

INDICATOR	MEASURE
Program has an ongoing professional development process that is linked to a professional development plan which supports program and organizational goals.	A. Program determines individual and program professional development needs. B. Staff participate in professional development activities to meet program goals.

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STANDARD
A.1 All staff that support ABLE activities will complete a professional development needs assessment annually, as evidenced by documentation on file.
A.2 All ABLE paid staff will have a completed Individual Professional Development Plan (IPDP) provided by ODE on file for each program year.
A.3 Program administration summarizes IPDPs to generate a Program Professional Development Plan (PPDP) and submits to ODE and the ABLE Regional Resource Center annually.
B.1 All staff participate in professional development activities to meet the Professional Development assurances in this application as evidenced by documentation on file.
B.2 All new instructors attend the new teacher training session(s) through the ABLE Regional Resource Center within their first calendar year.
B.3 All staff reflect on their learning goals.

6.0 Support Services

INDICATOR	MEASURE
Program provides a system for support services that promotes student achievement of goals.	A. Program has a written plan that describes the system for providing student support services and follow-up, including but not limited to; 1. child care services 2. transportation services 3. flexible schedules 4. special accommodations B. Program staff possess the knowledge and skills necessary to make appropriate, informed referrals to support services offered within the program and in the community. C. Program establishes linkages or agreements between the ABLE program and other educational and/or community providers and systems.

STANDARD
A.1 Program identifies student support service needs by formal or informal assessment as evidenced by documentation on file.
A.2 Program uses assessment information to provide support services directly and/or through referrals as evidenced by written documentation kept on file.
A.3 Program follows-up on student support service referrals as evidenced by written documentation.
A.4 Program follows-up with students who have not attended classes during the past month to identify current needs and possible course of action to re-engage student in the educational program as evidenced by written documentation.
B.1 All sites maintain a current listing of community, educational, and/or workplace support services reviewed annually.

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B.2 All program staff have a copy of the program's written plan that describes the system for providing student support services.
C.1 Program activities coordinate with other available resources in the community resulting in strong linkages with: • elementary schools • secondary schools • postsecondary educational institutions • one-stop centers • job training programs • social services agencies as evidenced by letters of support, contracts, and/or agreements.

7.0 Recruitment

INDICATOR	MEASURE
Program successfully recruits from the populations in the community identified in the Adult Education and Family Literacy Act, Title II, as needing literacy services.	A. The percentage of target population enrolled compared with the demographics of the program service area. B. Program has a written marketing and recruitment plan that is evaluated and updated at least twice a year.

STANDARD
A.1 Program will demonstrate achievement of its projected enrollment levels as evidenced by reports required by ODE.
B.1 A written marketing and recruitment plan includes: 1. Environmental scan to determine customers, competitors, partners and resources 2. Expected outcomes 3. Activities describing personnel responsible and timelines 4. Materials 5. Professional Development 6. Evaluation
B.2 Cumulative enrollment outcomes are evaluated at least every 3 months and are used to update program's marketing and recruitment plan as evidenced by the quarterly progress report as submitted to ODE.
B.3 Program will involve students, instructors and advisory committee members in marketing and recruitment activities as documented in the written plan.
B.4 Program evaluates the means by which entering students became aware of the program and the effectiveness of various recruitment activities as evidenced by documentation on file.

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